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ABSTRACT

The five year plan for gifted education in Illinois includes an historical overview, a brief statement of program philosophy, and summary of the plan's components, which include student identification, local program development, intermediate level services, and planning and development. The major portion of the document consists of a chart detailing objectives, activities, and timeliness for the four components of the plan. Among objectives are the following: establishment of the two categories of general intellectual ability and specific aptitude/talent and establishment of a statewide program of early identification (for the component of student identification); application by the state education association of minimum program criteria for local district approval and verification of local education agency accountability regarding expenditure of reimbursement funds (for local program development); direction of local education agencies and intermediate centers in the provision of services to low incidence highly gifted students (for intermediate level services); and application for additional federal funding for program implementation as well as activities to increase public awareness of gifted education (for the planning and development component). (DB)

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THE ILLINOIS GIFTED EDUCATION FIVE-YEAR PLAN

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State Superintendent of Education
Illinois State Board of Education

March, 1981

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The Illinois Gifted Education Five-Year Plan

Introduction

In its 1979 Policy Statement on Gifted Education the Illinois State Board of Education directed the State Superintendent to prepare a plan for education of the gifted and talented. Commencing with the 1981 Fiscal Year, this plan will assist the State Board with long range budgetary and legislative planning. It will also guide the continued planning, operation, and evaluation of educational services designed to benefit gifted children.

This document parallels the State Board of Education's Policy Statement on Gifted Education and is organized as follows:

Historical Overview is presented as transmitted in earlier drafts.

Philosophy is abstracted from the State Board's Policy Statement on Gifted Education.

Components of the Plan is also abstracted from the State Board's Policy Statement. It identifies activities and develops timeframes for implementation of the following:

I. Student Identification
II. Local Program Development
III. Intermediate Level Services
IV. Planning and Development

The activities described within the plan are linked to the continuing operation of the Illinois Gifted Program. Many are cyclical in nature such as the gifted reimbursement program annual application process and certain objectives have already been accomplished. For example, the provision for quarterly reimbursement of Gifted Education Program claims (HB 2203) became effective with FY 80 programs and intermediate level services providers (Area Service Centers) continue to provide for direct services to low-incidence highly gifted.

The Illinois State Board of Education Goals Statement (1980) calls for continued efforts to locate, identify, and provide services for students who are not currently being served, whether handicapped, gifted, or both. It further states that "For those with special talents, sufficient challenges are needed" (p.6). This plan, in response to those charges, will ensure the continued statewide effort on behalf of children who require unique and challenging educational programs to better assist them in the full development of their special abilities.

Historical Overview

In June of 1979, the Illinois State Board of Education adopted a Policy Statement on Gifted Education. This policy statement provides the conceptual framework and philosophical direction for the development of the Illinois Five Year Plan on Gifted Education. In developing this policy statement the following procedures were utilized:

1. In May of 1977 a Planning Committee of 30 people representing gifted educators at state, regional, local (both public and private), and university levels was convened to draft major directions and issues which were of importance to the Illinois Gifted Program.
2. In September of 1977 a statewide study was initiated to gather empirical data on the status of programming for gifted students in Illinois.
3. Between November of 1977 and June of 1978, a Task Force representing state, regional and local levels drafted a Five-Year Planning Document of Gifted Education which incorporated the data and the best thinking from steps 1 and 2 above.
4. In August of 1978, the Illinois State Board of Education identified Gifted Education as one of its top priority areas for the fiscal year.
5. During the fall of 1978 and the spring of 1979, a Task Force of State Board members and state agency staff developed a draft policy statement.
6. In May of 1979 a public hearing was held on the draft policy statement, and it was subsequently revised based on testimony provided at this hearing.
7. In June of 1979, the State Board adopted the revised Policy Statement.

The first step toward the development of the Five-Year plan was to draft a "work plan" which emphasized the major elements of the policy statement, interpreted them, suggested activities needing to be accomplished which address these elements, and projected timelines and cost factors for these activities. This "work plan" was a preliminary draft of the central elements of the actual plan.

The work plan was shared with local district and regional superintendents, building principals, Gifted Area Service Center directors, and the state Advisory Council on Education of Gifted Children during January of 1980 at five different locations around the state. Several hundred persons had the opportunity to review the plan and offer suggestions on its implementation. Based on the input from the five state meetings, the state staff submitted a second draft of the work plan. The second draft was shared with both internal and external task forces for input and revision.

The internal task force was comprised of representatives of various departments within the agency. The external task force was comprised of representatives of various interest groups including local program personnel, university representatives, the Illinois Council for Gifted, and the State Advisory Council on Education of Gifted Children.

This five year plan will serve as the State Board of Education's major planning document for guiding state staff, local school districts, and intermediate level service providers as they plan and provide programs for gifted students in Illinois.

Philosophy

Gifted children are present in all levels of society, within all racial and ethnic groups, and they come from all kinds of homes. The State Board of Education is committed to the principle that all gifted children should receive continuous articulated services appropriate to their needs throughout their elementary and secondary years. It is further committed to ensuring that appropriate gifted education program development occur within all school districts in the State of Illinois. The Board also acknowledges the need for personnel development and state and local evaluation of programs, services and results.

Components of the Plan

I. Student Identification

The Board directs staff to establish minimum standards and procedures for local district guidance in the identification of gifted students at all ages. The Board supports the establishment of two categories for the identification of gifted and talented students: general intellectual ability and specific aptitude/talent. These categories may include giftedness and exceptional talent in academic subjects, creativity and the arts. Further, in recognition of the need to have appropriate services and programs available upon the child's entering school, the Board supports a statewide program of early identification of gifted students as part of a general preschool screening program.

II. Local Program Development

Local districts must continue to have the authority and responsibility to develop gifted education programs in response to community needs. It is the state's responsibility to ensure that all eligible gifted and talented children are guaranteed that programs and services will meet minimum statewide criteria and to ensure that state revenues in support of these programs are spent in effective and efficient ways. Therefore, the Board directs staff to prepare minimum criteria for local programs seeking state reimbursement that address the following:

1. The program is based on a local assessment of actual student needs.
2. LEA identification and placement strategies have been established.
3. Program goals and objectives have been established.
4. Evaluation procedures have been established which document program effectiveness.
5. Goals and objectives for students have been established.
6. The LEA has a plan for articulating a gifted program K-12 and can document systematic movement toward implementation.
7. The LEA can display total program costs.

These minimum criteria would be addressed in detail in proposal guidelines to be developed by the Illinois State Board of Education and used by local districts in their annual proposal submission process.

The Board will develop and support state funding mechanisms that 1) provide fiscal incentives to develop and maintain gifted programs; 2) recognize and respond to differential program costs; 3) call for local program accounting procedures that display allowable expenditures and allow for fiscal evaluations.

III. Intermediate Level Services

Appropriate centers will have the responsibilities of assisting local districts in staff development, program development, and program evaluation. The Board acknowledges that the need for programs and services for exceptionally gifted students may be of such low incidence within a single district that it is not realistic to provide them on an individual district basis. Therefore, in such cases, service centers shall provide direct services to low-incidence highly gifted students.

IV. Planning and Development

The Board directs the State Superintendent to prepare a five-year plan for gifted and talented education to include projections of both state and local operational needs. The Board on an annual basis will refer to the plan as a part of normal budget and legislative development.

V. Assurances

Funds awarded and expended under any of the programs contained within the Gifted Education - Five Year Plan will be in conformity with the provisions of the following:

1. Title VI of the Civil Rights Act of 1964;
2. Title IX of the Education Amendments of 1972;
3. Section 504 of the 1973 Rehabilitation Act;
4. 1980 Illinois Human Rights Act.

I. Student Identification

The Board directs staff to establish minimum standards and procedures for local district guidance in the identification of gifted students at all ages. The Board supports the establishment of two categories for the identification of gifted and talented students: general intellectual ability and specific aptitude/talent. These categories may include giftedness and exceptional talent in academic subjects, creativity and the arts. Further, in recognition of the need to have appropriate services and programs available upon the child's entering school, the Board supports a statewide program of early identification of gifted students as part of a general preschool screening program.

Section I Student Identification

Objective: 1. The SEA[1] will develop procedures and guidelines for conducting the process of identification of gifted students[2] of all ages.

Activities	Timelines	FY 85
1. The SEA through the LEA[3] reimbursement program application and Rules and Regulations will establish minimum standards and procedures for identification of gifted students. Here other SEA resources will be consulted as appropriate.	By FY 81 and on-going	By FY 82 and in subsequent years all participating LEA's will employ identification standards and procedures consistent with SBE policy as reflected in applications for funds and documented by onsite visitations.
2. The SEA and Gifted Area Service Center staff will screen LEA applications and monitor LEA identification of gifted students through an annual onsite visitation calendar.	By FY 81 and on-going	
3. The SEA will receive input regarding identification of gifted students from LEA's, Gifted Area Service Centers and the State Advisory Council on Education of Gifted Children, and where necessary, incorporate changes into Rules and Regulations.	By FY 82 and on-going	

1. State Education Agency
2. Including minority, handicapped and disadvantaged populations
3. Local Education Agency

Section I Student Identification

Objective: 2. The SEA will establish two categories for the identification of gifted and talented students: general intellectual ability and specific aptitude/talent.

Activities	Timelines	FY 85
1. The SEA will inform LEA's of two recognized categories of gifted.	By FY 82	By FY 82 and in subsequent years all participating LEA's will identify gifted students in one or both recognized categories.
2. The SEA will incorporate the two categories of gifted into LEA reimbursement applications.	By FY 82	
3. The SEA and Gifted Area Service Center staff will screen LEA applications and monitor LEA programs to confirm the establishment of one or both recognized categories of giftedness.	By FY 82 and on-going	

Section I. Student Identification

Objective: 3. The SEA will establish a statewide program of early identification of gifted students.

Activities	Timelines	FY 85
1. The SEA will inform LEA's regarding early identification of gifted students through mailings, Gifted Area Service Centers, and at the annual statewide gifted education conference.	By FY 82	By FY 85, all participating districts will conduct an early identification program in accordance with the State Board Policy Statement.
2. Gifted Area Service Centers will identify LEA's that develop model early identification programs to serve as visitation sites.	By FY 83	
3. The SEA will include a requirement for early identification procedures in the LEA reimbursement application.	By FY 84	

II. Local Program Development

Local districts must continue to have the authority and responsibility to develop gifted education programs in response to community needs. It is the state's responsibility to ensure that all eligible gifted and talented children are guaranteed that programs and services will meet minimum statewide criteria and to ensure that state revenues in support of these programs are spent in effective and efficient ways. Therefore, the Board directs staff to prepare minimum criteria for local programs seeking state reimbursement that address the following:

1. The program is based on a local assessment of actual student needs.
2. LEA identification and placement strategies have been established.
3. Program goals and objectives have been established.
4. Evaluation procedures have been established which document program effectiveness.
5. Goals and objectives for students have been established.
6. The LEA has a plan for articulating a gifted program K-12 and can document systematic movement toward implementation.
7. The LEA can display total program costs.

These minimum criteria would be addressed in detail in proposal guidelines to be developed by the Illinois State Board of Education and used by local districts in their annual proposal submission process.

The Board will develop and support state funding mechanisms that 1) provide fiscal incentives to develop and maintain gifted programs; 2) recognize and respond to differential program costs; 3) call for local program accounting procedures that display allowable expenditures and allow for fiscal evaluations.

Section II. Local Program Development

Objective: 1. The SEA will assist LEA's in developing gifted programs.

Activities	Timelines	FY 85
1. The SEA will contact all LEA's, provide information about the Gifted Reimbursement Program, distribute application forms to all regional and LEA superintendents, and will conduct inservice for LEA's regarding completion and submission of applications.	By April, 1981 and on-going	LEA participation in the reimbursement program will increase 5-7% annually resulting in participation at the 80% level by FY 85.
2. The SEA and Gifted Area Service Centers will assist LEA's in establishing identification and placement strategies and program goals and objectives.	By April, 1981 and on-going	
3. The SEA will receive and review LEA and joint applications, notify districts of the disposition of applications and award funds pending legislative appropriation.	By July, 1981 and on-going	
4. The SEA and Gifted Area Service Centers will inform all LEA's regarding gifted education activities including the statewide conference and regional workshops.	On-going	

Section II. Local Program Development

Objective: 2. The SEA will apply minimum criteria for local district program approval.

Activities	Timelines	FY 85
1. The SEA will prepare and publish in proposal instructions detailed minimum criteria for program approval and will process and approve applications accordingly.	By FY 82 and on-going	This on-going activity will ensure approval of only those LEA programs that meet or exceed minimum criteria determined by the SEA.
2. LEA's will complete a needs assessment, develop their proposed program based on those identified needs, and identify local gifted program costs including state reimbursement and local contribution.	By FY 82 and on-going	
3. LEA's will annually document efforts to articulate the gifted education program.	By FY 84 and on-going	
4. The State Advisory Council on Education of Gifted Children will review and recommend personnel standards for individuals involved in instructional programs for gifted students.	On-going	

Section II. Local Program Development

Objective: 3. The SEA and Gifted Area Service Centers will provide technical assistance to LEA's upon request and will provide information on gifted education at statewide conferences.

Activities	Timelines	FY 85
1. The SEA will respond to phone calls, letters, and personal contacts.	On-going	SEA activities will focus on coordination with technical assistance primarily directed to newly developing programs.
2. The SEA will present information sessions at regional and state conferences.	On-going	
3. The SEA and Gifted Area Service Centers will provide, as appropriate, technical assistance to LEA's in the following areas: 1. program planning 2. program implementation 3. program evaluation 4. legislation and rules and regulations 5. fiscal issues	On-going	

Section II. Local Program Development

Objective: 4. The State Advisory Council on Education of Gifted Children will make recommendations to the SEA concerning the funding of State reimbursed gifted programs and the identification of visitation sites.

Timelines

Activities	FY 82	FY 83	FY 84	FY 85
1. The State Advisory Council on Education of Gifted Children will establish an ad hoc committee to study the present funding mechanism.	Review current legislation regarding the reimbursement formula e.g., using prior year's ADA Recommend funding levels.	Review feasibility of differentiated program costs. Recommend funding levels.	Recommend funding levels.	This will be an on-going activity of the State Advisory Council on Education of Gifted Children with recommendations to the State Superintendent and subsequently to the State Board of Education on an annual basis.
	FY 82-85			
2. The State Advisory Council on Education of Gifted Children will establish an ad hoc committee to examine, revise, and recommend criteria for validation of visitation sites.	Additional LEA programs will become visitation sites and the SEA will continue to disseminate information about identified visitation sites.			

Section II. Local Program Development

Objective: 5. The SEA will verify LEA accountability regarding expenditure of reimbursement funds.

Activities	Timelines	FY 85
1. The SEA will develop onsite auditing procedures and practices for state staff and Gifted Area Service Centers to document students served and insure both fiscal and programmatic accountability.	FY 81 preliminary efforts FY 82 finalize this effort	Onsite fiscal monitoring is an on-going activity.
2. The SEA will inform LEA's of currently recognized accounting and auditing practice.	FY 82	
3. LEA's will complete evaluation and claim forms that document the expenditures in the approved application.	FY 82 and on-going	

III. Intermediate Level Services

Appropriate centers will have the responsibilities of assisting local districts in staff development, program development, and program evaluation. The Board acknowledges that the need for programs and services for exceptionally gifted students may be of such low incidence within a single district that it is not realistic to provide them on an individual district basis. Therefore, in such cases, service centers shall provide direct services to low-incidence highly gifted students.

Section III. Intermediate Level Services

Objective: 1. The SEA will provide LEA's with program development, staff development, and program evaluation information through appropriate intermediate centers.

Activities	Timelines	FY 85
1. The SEA will continue to contract for Gifted Area Service Centers through the RFP process and coordinate quarterly meetings of fiscal agents and directors.	By FY 81 and on-going	By FY 85, intermediate services will continue to be provided through whatever mechanism is legislated or deemed appropriate by the State Board of Education.
2. Gifted Area Service Centers will assist LEA's in the development of gifted programs, on-going technical assistance and evaluation.	On-going	
3. The Advisory Council on Education of Gifted Children will study and recommend revisions of the administrative and organizational structure of Gifted Area Service Centers.	On-going	

Section III. Intermediate Level Services

Objective: 2. The SEA will direct LEA's in cooperation with appropriate intermediate centers to provide services to low-incidence highly gifted students.

Activities	Timelines	FY 85
1. LEA's will identify and serve low-incidence highly gifted through talent searches and special classes and, as necessary, seek assistance from intermediate centers.	FY 82 and on-going	By FY 85, all participating LEA's will identify and provide services to low-incidence highly gifted students.
2. The SEA will continue to encourage LEA's to make special provisions for identification of and services to low-incidence highly gifted students through reimbursement applications.	By FY 82 and on-going	
3. The SEA, through appropriate intermediate centers, will continue to identify local district visitation sites that include a low-incidence highly gifted component or emphasis.	On-going	

IV. Planning and Development

The Board directs the State Superintendent to prepare a five-year plan for gifted and talented education to include projections of both state and local operational needs. The Board on an annual basis will refer to the plan as a part of normal budget and legislative development.

Section IV. Planning and Development

Objective: 1. The SEA will seek advice from the State Advisory Council on Education of Gifted Children.

Activities	Timelines	FY 85
1. The SEA will coordinate quarterly meetings of the Council.	On-going	This is an on-going annual activity.
2. The SEA will consider Council recommendations in the continued operation of the Illinois Gifted Program including Rules and Regulations, funding levels, and program standards.	On-going	

Section IV. Planning and Development

Objective: 2. The SEA will seek out and apply for additional funding to implement various components of the SBE Policy Statement on the Education of Gifted Children.

Activities	Timelines	FY 85
1. The SEA will inquire into federal support for gifted education programs under ESEA, Title IX Part A, and others as appropriate.	On-going	This on-going annual activity will continue to support gifted education activities through supplemental funds.
2. The SEA will submit applications to the Office of Gifted and Talented requesting funds under ESEA, Title IX, Part A, and others as appropriate.	On-going	
3. The SEA will release RFP's to the field under ESEA, Title IV, Part C and Title IX, Part A as appropriate.	On-going	

Section IV. Planning and Development

Objective: 3. The SEA will increase public awareness of gifted education.

Activities	Timelines	FY 85
1. The SEA and intermediate level service providers will develop and disseminate information regarding the Illinois Gifted Program and will promote public awareness activities.	On-going	Parents, educators, and others will continue to beinformed regarding gifted education through the on-going awareness activities of the SEA.
2. The SEA will exhibit gifted education program materials and information at Title IV-C workshops, the IASB Conference and others as appropriate.	On-going	
3. The State Advisory Council on Education of Gifted Children will identify a committee involving the various constituencies to conceptualize and plan for the Statewide Gifted Education Conference.	By Oct. 1980 and on-going	
4. The SEA will recognize and solicit input from gifted constituencies such as Illinois Council for Gifted and Northern Illinois Planning Commission as appropriate regarding gifted education.	On-going	

Section IV. Planning and Development

Objective: 5. To provide for State Agency administration of the Illinois Gifted Program.

Activities	Timelines
1. Coordinate and administer the LEA reimbursement program with emphasis on program fund management e.g. accurate reporting of children served.	On-going
2. Coordinate and administer the intermediate level service activity with emphasis on LEA visitation, LEA program pre-approval, and Gifted Area Service Center sponsored LEA inservice activities.	On-going
3. Coordinate and administer federal programming efforts.	On-going
4. Coordinate efforts of the State Advisory Council on Education of Gifted Children and interagency activities related to the gifted program.	On-going
5. Establish gifted program ad hoc task forces as appropriate such as: Low-incidence programs Early identification Legislation-funding, etc. Monitoring Conference planning	On-going

Section V. Assurances

Funds awarded and expended under any of the programs contained within the Gifted Education - Five Year Plan will be in conformity with the provisions of the following:

1. Title VI of the Civil Rights Act of 1964;
2. Title IX of the Education Amendments of 1972;
3. Section 504 of the 1973 Rehabilitation Act;
4. 1980 Illinois Human Rights Act.